



A STUDY ON EFFECT OF CREATIVITY ON THE EMOTIONAL ADJUSTMENT OF IX STANDARD STUDENTS OF TUMKUR DISTRICT

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ABSTRACT

Emotion plays a leading role in one's adjustment to self and his environment. An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. Secondary school students who are at adolescent stage possess stirred up state of emotions. Hence it needs to be balanced by controlling the factors influencing it. This study is an attempt to investigate the influence of creativity, gender and types of school on the emotional adjustment of secondary school students N=600. Stratified proportionate random sampling technique was adopted in the selection of sample from the population-Secondary school of Tumkur Educational District. T-test was employed to analyze the data. The t-test revealed that the students with high creativity possess better emotional adjustment than the other two levels of creativity.

KEY WORDS: Creativity; Emotional Adjustment; Tumakuru District; Secondary Schools.

1. INTRODUCTION:

In the society we observe that the adjustment takes place in humans and other animals in order to maintain an equilibrium among their various needs or even between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Herbert Spencer said that "Life is the continuous adjustment to external relations". Adjustment has a tremendous impact on the behavior and the personality of the individual. The individual is exposed to various kinds of stress phenomena and meanwhile follow various adjustment mechanisms to keep his/her identity. Hence individual adjusts himself or herself consciously or unconsciously for leading a successful life. In this endeavor, education plays an important role in refining his thoughts, feelings and actions for his fittest adjustment to his life (Arora, R.K. (1992).

An educated person is a confident person. Education fosters a positive outlook and allows one to believe in one selves. Self-belief is the most wanted trait in a human being and education leads us towards relying on ourselves, making us believe that we are ready to take on the world.

Education of the child is more than teaching him mere knowledge of facts or skill. His emotions and attitudes must be included in the total process of school adjustment. Hence researcher refers to education in two senses: one, relative to the ethical and moral formation, the preparation for the matured social and emotional adapted life, which allows to understand the foundations of life of every community, in every time. And the other one is the education has to see with intellectual preparation, and obtaining of useful knowledge to the satisfaction of individual needs.

2. OBJECTIVES OF THE STUDY:

1. To investigate whether the difference in creativity would effect the emotional adjustment of IX standard students.
2. To know whether the gender would effect the emotional adjustment of IX standard students.
3. To find whether the difference in types of institutions would effect the emotional adjustment of IX standard students.

3. HYPOTHESES OF THE STUDY:

H1: There is no significant difference in the emotional adjustment of IX standard students with different levels of creativity.

H2: There is no significant difference in the emotional adjustment of IX standard students of different types of schools.

H3: There is no significant difference in the emotional adjustment of boys and girls of IX standard students.

4. REVIEW OF LITERATURE:

Singh (1975) reported that all components of creativity were positively and significantly related with emotional adjustment.

Setia, Paramjeet (1989) found that High creative students of different faculties did not differ among themselves in respect of different dimensions of adjustment,

except in the case of the emotional adjustment scores of science and art faculties. Low creative students of different faculties differ significantly regarding scores on various dimensions of adjustment.

Saxena, Manorama; Sharma, V. K.; Manas (1986) attempted an empirical investigation of adjustment patterns of high and low creative adolescents., and found that in comparison to low creatives, high creatives scored higher on emotional and social adjustment but lower on educational and overall adjustment.

Arora, R.K. (1992) studied the Interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement and found that the high creative/ high intelligence group was significantly highest in emotional stability than the remaining three creative/intelligence groups

Gupta (1996) found a significant relationship in adolescent girls on feelings of inferiority with emotional and social adjustment.

Andreas Brouzos (2014) conducted a study entitled as "Associations between emotional intelligence, socio-emotional adjustment and academic achievement in Childhood".

Pannu, Randeep (2010) conducted a study entitled as "A study of academic achievement in relation to cognitive styles, personality traits and adjustment of 75 adolescents". The results of the study explained that: emotional adjustment, gender and location influenced the academic achievement of adolescent's social adjustment and type of school did not influence the academic achievement of adolescents.

5. SCOPE AND LIMITATIONS OF THE STUDY:

The scope of this research is to study the emotional adjustment of IX standard students of Tumkur Educational District with creativity as independent variable and Gender & types of Schools as Moderator variables.

6. METHODOLOGY:

Population and Sample for the study:

Tumkur Educational District consists of six taluks. Each taluk was stratified based upon the types of schools. From these schools a sample of 600 students with 323 boys and 277 girls were selected randomly for the study. Hence the sample of 600 IX standard students was drawn from the population of Secondary schools of Tumkur Educational District by following stratified proportionate random sampling technique.

Tools:

The researcher herself administered the following tools on a sample of 600 students studying in different secondary schools in Tumkur District.

1. Adjustment Inventory For School Students(AISS) by A.K.P.Sinha and R.P.Singh
2. Verbal and non-verbal test of creative thinking by Baqer Mehdi

Statistical Technique Employed:

The data was collected and analyzed keeping in mind the objectives. t-test was employed to the analysis of the data.

7. ANALYSIS AND INTERPRETATION OF DATA:

Table 1: Number, Mean, Standard deviation, and t-value of emotional adjustment of IX standard students with different levels of creativity.

Independent Variable	levels of creativity	Number	Mean	Standard deviation	Level of significance (0.5 level)
Creativity	Low	151	5.68	3.591	1.096 (NS)
	Moderate	297	5.29	3.625	
	Low	151	5.68	3.591	2.230 (S*)
	High	152	4.83	3.047	
	Moderate	297	5.29	3.625	1.333 (NS)
	High	152	4.83	3.047	
Verbal Creativity	Low	157	6.08	3.855	2.982 (S*S**)
	Moderate	291	5.04	3.319	
	Low	157	6.08	3.855	2.994 (S*S**)
	High	152	4.86	3.280	
	Moderate	291	5.04	3.319	.553 (NS)
	High	152	4.86	3.280	
Non-Verbal Creativity	Low	153	5.62	3.696	.699 (NS)
	Moderate	296	5.37	3.592	
	Low	153	5.62	3.696	2.334 (S*)
	High	151	4.72	2.978	
	Moderate	296	5.37	3.592	1.98 (S*)
	High	151	4.72	2.978	

Table 1 indicates that there exist no significant difference in the emotional adjustment of students with low and moderate creativity and even in the students with moderate and high creativity. On the other hand there was significant difference in the emotional adjustment of the students with low and high creativity. But from the mean value it can be concluded that the IX standard students with high creativity possess better emotional adjustment than the students with low creativity.

The t-test explicitly reveals that the students with moderate verbal creativity possess better emotional adjustment, than the students with low verbal creativity and also the students with high verbal creativity possess better emotional adjustment than the students with low verbal creativity but there is no significant difference between the emotional adjustment of students with moderate and high verbal creativity. But by observing the mean value it can be concluded that IX standard students with high verbal creativity possess better emotional, than the students with low verbal creativity.

It was even found that there was no significant difference in the emotional adjustment of the students with low and moderate non-verbal creativity but there was significant difference in the emotional adjustment of students with low and high non-verbal creativity and even with the students with moderate and high non-verbal creativity. But from the mean value, it can be concluded that the IX standard students with high non-verbal creativity possess better emotional adjustment than the students with low and moderate non-verbal creativity. Hence null hypothesis was rejected and alternate hypothesis was accepted.

Table 2: Number, Mean, Standard deviation, and t-value of emotional adjustment of IX standard students of different types of schools.

Variables	Types of school	Number	Mean	Standard deviation	Level of significance
Emotional adjustment	Government	207	5.18	3.451	-.683 (NS)
	Aided	303	5.40	3.627	
	Government	207	5.18	3.451	.382 (NS)
	Unaided	90	5.02	3.076	
	Aided	303	5.40	3.627	.903 (NS)
	Unaided	90	5.02	3.076	

Table 2, indicates that there exists no significant difference in the emotional adjustment of IX standard students studying in different types of school. Hence the null hypothesis was accepted. It implies that the students studying either in government, aided or unaided do not differ in their emotional adjustment.

Table 3: Number, Mean, Standard deviation, df and t-value of school adjustment of boys and girls of IX standard students.

Variables	Gender	Number	Mean	Standard deviation	Level of significance
Emotional adjustment	Boys	277	14.74	7.442	-.896 (NS)
	Girls	323	15.30	7.875	

Table 3, indicates that there is no significant difference in the emotional adjustment of IX standard boys and girls. Hence the null hypothesis was accepted. It implies that gender do not have any effect on the emotional adjustment of IX standard students.

8. EDUCATIONAL IMPLICATIONS:

1. Teacher while teaching and giving follow up work can adopt a factor of humor. For example give children assignments requiring them to tell and write humorous stories, including jokes, cartoons, pictures, anecdotes, amusing accounts of their own experiences and imaginary stories. They can be asked to think up funny endings or titles for stories they read, so that their originality can be tapped.
2. Children can be given practice in using their ability of fluency by having pupils suggest as many titles as possible for a story, as many endings as possible for an uncompleted story, diverse uses of a word, diverse ways of describing an object or scene, and the like.
3. Acknowledge the creative talent of the children in their own environment/among peer group, so as to help them to become a role model for other children. This can be done through the school annual magazines, honoring the student for his talent during the occasion of some celebration or every day's common gathering, this has twin effect. Firstly, it would encourage the children who have accomplished a task and provides enormous impetus for further accomplishment; secondly it acts as a role model for the children who see an example being set before their own eyes.
4. Use open ended questions, narrate open ended stories while teaching and train them in problem solving methods.
5. Provide incentives/specific measures for the enrichment of the identified children.
6. Dynamic methods and strategies of teaching should be adopted.
7. The ability to elaborate can also be developed, if pupils are encouraged to get an idea from the audio-visual material and then to build upon it themselves. Provide training to the children to elaborate upon their ideas which makes so valuable such sustained projects as writing a play, a book or some other literary work.
8. As emotional adjustment can be seen in any individual who gives equal weightage even to recreational activities in his life, so if facilities, such as sports, library, debate and excursion are provided to them it may help students in their adjustment. Hence we should provide proper recreational facilities to them in the school.
9. If the classroom climate is democratic giving freedom, maintaining equality, showing enough affection and cooperation can facilitate better emotional adjustment in students.
10. Cordial relations between the Principal and teachers, teachers and teachers, and teachers and office staff also play an important role in creating harmonious and congenial environment in the school needed to develop good emotional adjustment in the students.

9. FINDINGS & CONCLUSION:

From the above, it can be concluded that the IX standard students with high verbal creativity, non-verbal creativity and creativity in total possess better emotional adjustment than the students with low and moderate high verbal creativity, non-verbal creativity and creativity.

Thus the above analysis and discussion in this study reveals that emotional adjustment of the secondary school students is influenced by their creativity. Today's competitive world expect them to be creative to get identified and to progress, to have a bright future. Their by they can quench their thought process and maintain emotional stability for their best adjustment to their environment.

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